

Inspection of Lamb Setts (Christchurch)

Tapton View Road, Chesterfield, Derbyshire S41 7JU

Inspection date: 16 June 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children benefit from a curriculum to support their personal, social and emotional development. They join staff and their peers each morning, say hello to everyone and sing songs with their friends. Staff help children identify the names of other children. This activity encourages children to learn and use other children's names when they play alongside them. Staff engage children with special educational needs and/or disabilities in one-to-one time, such as completing action rhymes, which helps them to develop their understanding of the actions linked to songs. Children form strong bonds with staff as they smile and laugh when they tickle their hands as they sing with them about a garden.

Children are encouraged to keep trying when they face challenges. For example, staff show children how to open and close small pegs. This contributes to children strengthening the muscles in their fingers. Children learn to persevere and receive praise from staff when they complete these, helping to raise their self-esteem. Children complete puzzles which encourage them to think critically and work out solutions. When they complete puzzles correctly, staff clap their hands to recognise children's achievements as children say, 'I did it!'.

What does the early years setting do well and what does it need to do better?

- Prior to children moving on to school, staff share information with school teachers about children's learning and development to help them get to know children's abilities. Staff take children to use the host school facilities, helping them to become familiar with the environment.
- Staff encourage children to complete tasks themselves and to be helpful. For instance, staff ask children to tidy away toys and to use cloths to wipe table tops before snack times. Children are keen to help and show that they like the responsibility that staff give them.
- Overall, staff support children's communication and language skills well. They help children to learn new words as they play alongside them, such as 'repelling' and 'attracting', when children play with magnets. However, when children take part in group-time activities, staff do not always support less confident children to join in and answer questions to help develop their thinking skills and confidence in speaking.
- Staff effectively use additional funding that some children receive to meet their individual needs. For example, toy phones are purchased to help encourage children's communication skills during their self-chosen play.
- Staff offer children gradual settling-in sessions when they first start. These help children to settle and get to know the staff and their new environment. Parents appreciate staff arranging these for their children and say how it helped their children to feel settled.

- Information about children's learning is shared with parents to help keep them informed about their children's development. For example, staff share photos with parents of their children engaged in activities. They support parents to build on children's learning at home. For example, staff encourage parents to read stories to their children to help them develop a love of books and support their communication and language skills.
- Children are keen to join activities staff plan for them. However, staff do not carefully plan a curriculum that challenges children to develop their large muscles. For example, when staff provide children with activities to develop the strength in their bodies, children do these easily, such as walking across planks of wood and climbing steps to slides. Therefore, children are not always able to build on their current abilities.
- Staff are good role models for children. This helps children to see and copy positive behaviour. Staff plan activities to help children learn how to play cooperatively and be kind to their peers. Children show that they understand what they are learning as they explain to staff that it would be kind to help other children put on their socks and shoes.
- Staff plan activities to help children build on their understanding of numbers and counting. For instance, staff ask children to identify written numbers. They encourage children to count the number of children in a group and model how to count beyond 10.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- help staff to support less confident children to answer the good range of questions they ask all children, particularly during planned group times
- develop the curriculum to support children to develop their large-muscle movements and challenge their physical development.

Setting details

Unique reference number	EY245181
Local authority	Derbyshire
Inspection number	10399022
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	22
Name of registered person	Lamb Setts Nursery Partnership
Registered person unique reference number	RP521003
Telephone number	01246 520400
Date of previous inspection	18 November 2019

Information about this early years setting

Lamb Setts (Christchurch) registered in 2002 and operates from Christchurch Primary School, in Chesterfield, Derbyshire. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one has early years professional status. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how staff implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views about the pre-school with the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025